

GRADES 1 – 8

BAROQUE



Caravaggio



Rembrandt



Vermeer



HIGASFY
An Art History Video Series
Lesson Plans

Written by:
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**HAVE I
GOT A STORY
FOR YOU!**



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BEFORE YOU BEGIN



Dear Educator,

I would like to welcome you to a one of a kind video study of art history as seen through the eyes of my little buddy, Gasfy. Gasfy and I will walk you through art eras introducing you to a variety of artists, discussing cultural events of that era and examining masterpieces for style and techniques that make them unique. I thank you for choosing ***HiGASFY: Art History Video Series*** and look forward to our adventure together.

Sincerely,
Mrs. Beth & Gasfy

Parent/Teacher Guide

Renaissance Period

HiGASFY: Art History Video Series is a video series incorporating animation designed to introduce your students to the fascinating world of art history. Each series/semester consists of 12 videos with corresponding lesson plans. The videos will run for approximately 15-30 minutes each. In this series/semester, 3 artists will be introduced. After each video, the educator can reference the Lesson Plans to choose an art activity that is designed to enhance the student's retention of the lecture material. The Lesson Plans introduce clear objectives for that lesson followed by suggestions for cross-curricular activities in the areas of writing and vocabulary. Some lesson plans also include geography, history and even science. In addition, there are critical thinking questions that can be used to engage your students in discussion and spawn higher order thinking skills.

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EPISODE 01



Caravaggio

“Going for Baroque”

Students will be able to:

- explain why the protestants disliked the art commissioned by the Catholic church





EPISODE 01

Art & Extracurricular Activities

Draw/Paint/Color:

1. Draw an oyster with a pearl using the “How To Draw” clip on the HiGASFY youtube channel.
2. Make a bracelet using pearls and elastic thread found at your local craft store. Give it to a loved one.
3. Roll a Dice and Draw. Have your student select 6 nouns. Write them down labeling them 1-6. Have student select 6 verbs. Write them down labeling them 1-6. Student rolls the dice twice. The first roll indicated which noun they will draw. The second roll indicates what that noun will be doing. Have student draw the noun and verb.

Writing:

1. Write a short story about an oyster or mussel with a scratchy piece of sand in his shell.
2. Write a poem that incorporates at least 5 vocabulary words.
3. Write a short story about a boy or a girl who protested then revolted against eating brussel sprouts. Make sure to include the good or bad consequences of this revolt.

Science:

Research the difference between an oyster and a mussel.

Geography:

In the 1500's, what countries were located in northern Europe and what countries were located in southern Europe?



EPISODE 01

Artist Vocabulary Word List

1. **baroque** – (adj.) a style of European architecture, music, and art of the 17th and 18th centuries that followed mannerism and is characterized by ornate detail.
2. **broke** – (adj.) having completely run out of money.
3. **rebirth** – (n.) the action of reappearing or starting to flourish or increase after a decline; revival.
4. **Renaissance** – (n.) the revival of art and literature under the influence of classical models in the 14th–16th centuries.
5. **pyramid** – (n.) a monumental structure with a square or triangular base and sloping sides that meet in a point at the top.
6. **patron** – (n.) a person who gives financial or other support to a person, organization, cause, or activity.
7. **revolt** – (v.) rise in rebellion.
8. **donate** – (v.) give (money or goods) for a good cause, for example to a charity.
9. **worship** – (v.) the feeling or expression of reverence and adoration for a deity.
10. **saint** – (n.) a person acknowledged as holy or virtuous and typically regarded as being in heaven after death.
11. **destroy** – (v.) put an end to the existence of (something) by damaging or attacking it.
12. **glorify** – (v.) acknowledge and reveal the majesty and splendor of (God) by one's actions.
13. **oyster** – (n.) any of a number of bivalve mollusks with rough irregular shells. Several kinds are eaten (especially raw) as a delicacy and may be farmed for food or pearls.
14. **nacre** – (n.) mother-of-pearl.
15. **irregular** – (adj.) not even or balanced in shape or arrangement.
16. **protest** – (v.) express an objection to what someone has said or done.



EPISODE 01

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Is it okay for art to glorify man? _____

2. Is it okay to spend a lot of money on art? _____

3. Is it okay to destroy art? _____

4. Is it okay to disagree, fight or even kill someone who sees art differently than you do? _____

5. Is it a good idea to use art to teach lessons or to tell people about God? _____

6. Do you think irregular pearls are as pretty as regular pearls? _____

EPISODE 02



9



Caravaggio

“Leaping Lizards”

Students will be able to:

- recall facts leading up to the Baroque period and define its meaning
- produce an original work of a creative expression



EPISODE 02

Art & Extracurricular Activities

Draw/Paint/Color:

1. Paint, draw or sketch a still life. Try using a still life with a deformity.
2. Identify the collar bone on your own body. Draw, paint or color a picture that includes the top part of an arm and neck, including the collar bone. (If creating a self-portrait, a mirror would be helpful for this activity.)
3. Paint, draw or color a face with a dramatic expression. (You might consider a dramatic expression of someone who has just been bitten by a lizard.)

Additional Group Activity:

Advanced Students:

1. Research the phrase, "You are the bomb." How did it become an acceptable phrase? When and where did it originate?
2. Research other types of jewelry or forms of art using irregular pearls. Draw, write about or acquire a form of the jewelry or art and present it to your class. (Educators, this could be used for extra credit.)

Writing:

1. Write or dictate a paragraph on the Protestant Reformation.

Advanced Students:

2. Research in more detail about the Protestant Reformation. Write a research paper on the information you find.

Geography:

Sketch a creative map of Italy. Take notice of the unique shape (a boot) and design your map around this shape. Identify Milan, Caravaggio and Rome. (Be sure to send a snapshot or scan of your map to Mrs. Beth at higasfy@higasfy.com.)

Science:

Research a medlar fruit.



EPISODE 02

Artist Vocabulary Word List

1. **Protestant** – (n.) a member or follower of any of the Western Christian churches that are separate from the Roman Catholic Church and follow the principles of the Reformation, including the Baptist, Presbyterian, and Lutheran churches.
2. **Catholic** – (n.) a member of the Roman Catholic Church.
3. **reformation** –(n.) the action or process of making changes to an institution or practice.
4. **apprentice** - (n.) a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages.
5. **still life** –(n.) a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
6. **rough draft** – (n.) first version of something (such as a document) that needs a lot of editing and rewriting.
7. **deformity** – (n.) a malformation.
8. **dramatic** – (adj.) exciting or impressive.
9. **expression** – (n.) a look on someone's face that conveys a particular emotion.
10. **serene** – (adj.) calm, peaceful, and untroubled; tranquil
11. **medlar** – (n.) the small brown apple-like fruit which is only edible after it has begun to decay.
12. **intricacy** – (n.) details, especially of an involved or perplexing subject.



EPISODE 02

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. What is something that gets you super excited?

2. Do you enjoy a good story? If so, what kind?

3. What would your name be if called by your hometown?

4. If you could be an apprentice to someone, who would it be and why?

5. Would you be willing to move to another town without any money? To what length would you go to secure a place to live?

6. Caravaggio was a natural artist. Define what being a “natural” at something means. Are you a natural at something? If so, what is it?

EPISODE 03



13



Caravaggio

“Artichoke Attitude”

Students will be able to:

- classify still life works of art
- recall facts surrounding Caravaggio’s childhood
- analyze direction of light source and its shadow affect in artworks



EPISODE 03

Art & Extracurricular Activities

Draw/Paint/Color:

1. Draw a rough draft of a still life, perhaps an artichoke, and then paint or color it.
2. Test light source and shadows by using a dark room, a ball and a flashlight. Experiment with the direction of the light using the flashlight and the shadows that are formed. Sketch the ball and its shadow with the light source at different angles making sure to indicate from which direction the light is coming.

Advanced Students:

3. What is an example of a negative love song? Draw, paint or color a scene to represent that love song.
4. Draw, paint or color a picture using a dramatic light source. Once completed, switch paintings with another classmate. Each student is to identify from which direction the light source originates in the other students painting/drawing.

Writing:

1. Write or dictate a paragraph using 5-10 vocabulary words.

Advanced Students:

2. Write a creative story based on the idea that “failure is feedback.”

Visit the HiGASFY Pinterest page for a recipe using artichokes. Enjoy!



EPISODE 03

Artist Vocabulary Word List

1. **demanding** – (adj.) making others work hard or meet high standards.
2. **strut** –(v.) walk with a stiff, erect, and apparently arrogant or conceited gait.
3. **confrontational** – (adj.) dealing with situations in an aggressive way; hostile or argumentative.
4. **predicament** –(n.) a difficult, unpleasant, or embarrassing situation.
5. **Cardinal** – (n.) a leading dignitary of the Roman Catholic Church.
6. **genre** – (n.) a style of painting depicting scenes from ordinary life, especially domestic situations.
7. **cardsharp** – (n.) a person who cheats at cards in order to win money.
8. **attire** – (n.) clothes, especially fine or formal ones.
9. **threadbare** – (adj.) (of cloth, clothing, or soft furnishings) becoming thin and tattered with age.
10. **commission** – (n.) an order for something, especially a work of art, to be produced.
11. **lute** – (n.) a plucked stringed instrument with a long neck bearing frets and a rounded body with a flat front that is shaped like a halved egg.
12. **cornetto** – (n.) a woodwind instrument of the 16th and 17th centuries, typically curved, with finger holes and a cup-shaped mouthpiece.
13. **violin** – (n.) a stringed musical instrument of treble pitch, played with a horsehair bow.
14. **quiver** – (n.) an archer's portable case for holding arrows.
15. **taxes** – (n.) a compulsory contribution to state revenue, levied by the government on workers' income and business profits, or added to the cost of some goods, services, and transactions.
16. **cocky** – (adj.) conceited or arrogant, especially in a bold or impudent way.
17. **arrogant** – (adj.) having or revealing an exaggerated sense of one's own importance or abilities.
18. **intimidate** – (v.) frighten or overawe (someone), especially in order to make them do what one wants.
19. **berate** – (v.) scold or criticize (someone) angrily.
20. **deter** – (v.) discourage (someone) from doing something by instilling doubt or fear of the consequences.



EPISODE 03

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. What is something that challenges you? Do you enjoy a challenge? _____

2. Can you think of a time when you messed up or failed but it turned into a learning lesson or feedback?

3. Have you ever played a game where you were dishonest? Did you confess it? _____

EPISODE 04



17



Caravaggio

“Tennis Anyone?”

Students will be able to:

- analyze paintings and identify Caravaggio’s elements of style
- understand and recognize painting using the style of “chiaroscuro”



EPISODE 04

Art & Extracurricular Activities

Draw/Paint/Color:

1. Draw, paint or color the same object from activity #1, Lesson 4 without a rough draft. Compare the two paintings.
2. Draw, paint or color a still life on a black canvas, card stock or paper. Pastel chalk and oil pastels work well on dark paper.
3. Draw, paint or color a picture of a group of people with different expressions.
4. Advanced Students:
Draw, paint or color a picture telling a story using the style of chiaroscuro.

Writing:

1. Write or dictate a paragraph using 5-10 vocabulary words.

Advanced Students:

2. Write or dictate a paragraph supporting this statement: Caravaggio had a dark side.

Science:

Advanced Students:

1. What artery in Tomasoni's leg did Caravaggio cut with his sword that would cause him to bleed to death?



EPISODE 04

Artist Vocabulary Word List

1. **self-serving** – (adj.) having concern for one's own welfare and interests before those of others.
2. **intimate** – (adj.) closely acquainted; familiar, close.
3. **resurrected** – (v.) restore (a dead person) to life.
4. **crucify** – (v.) put (someone) to death by nailing or binding them to a cross, especially as an ancient punishment.
5. **customary** – (adj.) according to the customs or usual practices associated with a particular society, place, or set of circumstances.
6. **apostle** – (n.) a vigorous and pioneering advocate or supporter of a particular policy, idea, or cause.
7. **brow** – (n.) a person's forehead.
8. **intrigued** – (adj.) arouse the curiosity or interest of; fascinate.
9. **submit** – (v.) accept or yield to a superior force or to the authority or will of another person.
10. **gleam** – (n.) a faint or brief light, especially one reflected from something.
11. **cloak** – (n.) an outdoor overgarment, typically sleeveless, that hangs loosely from the shoulders.
12. **lantern** – (n.) a lamp with a transparent case protecting the flame or electric bulb, and typically having a handle by which it can be carried or hung.
13. **anxiety** – (n.) a feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome.
14. **conversion** – (n.) the fact of changing one's religion or beliefs or the action of persuading someone else to change theirs.
15. **persecute** – (v.) subject (someone) to hostility and ill-treatment, especially because of their race or political or religious beliefs.



EPISODE 04

Artist Vocabulary Word List

16. **companion** – (n.) a person or animal with whom one spends a lot of time or with whom one travels.
17. **bridle** – (n.) the headgear used to control a horse, consisting of buckled straps to which a bit and reins are attached.
18. **martyr** – (n.) a person who is killed because of their religious or other beliefs.
19. **furrowed** – (adj.) (of the forehead or face) marked with lines or wrinkles.
20. **taunting** – (v.) provoke or challenge (someone) with insulting remarks.
21. **reputation** – (n.) the beliefs or opinions that are generally held about someone or something.
22. **backfired** – (adj.) (of a plan or action) rebound adversely on the originator; have the opposite effect to what was intended.
23. **ordinary** – (adj.) with no special or distinctive features; normal.
25. **pilgrim** – (n.) a person who journeys to a sacred place for religious reasons or person who travels on long journeys.



EPISODE 04

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. What do you like to listen to when you are being creative? _____

2. Which one of Caravaggio's paintings is your favorite? Why? Do you like his dramatic expression, story or dramatic lighting? _____

3. Why do you think Caravaggio painted Jesus without a beard in *Supper at Emmaus* since this was not customary? _____

4. How would you feel to be betrayed by a friend for money? _____



EPISODE 04

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

5. Why do you think Caravaggio painted Bible scenes which was centuries ago where the people were wearing modern clothes for the current time period? _____

Advanced Students:

6. Caravaggio painted *Madonna of Loreto* in such a way that was offensive to the people. What were the ways he did this and why do they make her appear less than divine?

EPISODE 05



23



Caravaggio

“Paint Isn’t the Only Thing that Runs”

Students will be able to:

- identify various genres within paintings
- conclude from which direction a light source originates in a painting



EPISODE 05

Art & Extracurricular Activities

Draw/Paint/Color:

1. Draw, paint or color a self-portrait displaying the emotion you feel right now.
2. Roll a Dice and Draw. Have your student select 6 nouns. Write them down labeling them 1-6. Have student select 6 verbs. Write them down labeling them 1-6. Student rolls the dice twice. The first roll indicated which noun they will draw. The second roll indicates what that noun will be doing. Have student draw the noun and verb.

Advanced Students

3. Draw, paint or color using styles or elements that displays the emotion you are feeling or the mood you are in.

Writing:

1. Write or dictate a paragraph using at least 10 vocabulary words.
2. Advanced Students:
Research the mythological hunter, Narcissus. Write or type a 1-3 paragraph paper on your findings.

History:

In *Alof de Wignacourt and His Page*, Wignacourt, a knight, is standing proud and brave. Why would a knight be portrayed this way? What would it mean to be a part of a knighthood?

Geography:

Locate Malta on a European or World map.



EPISODE 05

Art & Extracurricular Activities

Additional Group Activity:

Have the students collaborate a story in which someone is on the run. Each student will create an original piece of artwork emulating sections of the story. (There should be no overlapping of sections created.) Once each student has completed their section, display in a hallway or area for other students to view. See if others can tell the story from the artworks displayed. This could be a game with a possible prize where the other students write down what they think the story is about.

Some questions to answer that will help with formulating a story are:

- Is the person male or female?
- What is the person's age?
- What is the person's occupation?
- What was the act committed for which the person is on the run?
- Where does the person go?
- How would the person make money?
- Where would the person stay?
- How long would the person be on the run?
- What would it take for the person to quit running?



EPISODE 05

Artist Vocabulary Word List

1. **meditation** – (n.) the process of think deeply or focus one's mind for a period of time, in silence or with the aid of chanting, for religious or spiritual purposes or as a method of relaxation.
2. **downcast** – (adj.) (of a person's eyes) looking downward or feeling dejected.
3. **icon** – (n.) a symbol.
4. **sorrowful** – (adj.) feeling or showing grief.
5. **poised** – (adj.) having a composed and self-assured manner.
6. **Madonna** – (n.) the Virgin Mary.
7. **friar** – (n.) a member of any of certain religious orders of men.
8. **plead** – (v.) make an emotional appeal.
9. **knight** – (n.) a man who served his sovereign or lord as a mounted soldier in armor.
10. **baton** – (n.) a police officer's club or a staff symbolizing office or authority.
11. **rosary beads** – (n.) the beads of a rosary count the prayers as they are recited out loud or in the mind. Relying on the rosary beads to keep track of how many times you've said a particular prayer allows you to clear your mind and meditate on your prayer more effectively.
12. **content** – (adj.) in a state of peaceful happiness.



EPISODE 05

Artist Vocabulary Word List

13. **pardon** – (n.) a remission of the legal consequences of an offense or conviction.
14. **shepherd** – (n.) a person who tends and rears sheep.
15. **paranoia** – (n.) a tendency on the part of an individual or group toward excessive or irrational suspiciousness and distrustfulness of others.
16. **pity** – (n.) the feeling of sorrow and compassion caused by the suffering and misfortunes of others.
17. **speculate** – (v.) form a theory or conjecture about a subject without firm evidence.
18. **mythology** – (n.) a set of stories or beliefs about a particular person, institution, or situation, especially when exaggerated or fictitious.
19. **narcissistic** – (adj.) having an excessive interest in oneself and one's physical appearance.



EPISODE 05

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Why is the skull an icon for death? _____

2. What do you notice more in the *Madonna of the Rosary*: the Madonna, the red curtain, or the hands of the people? _____

3. If you needed a pardon for a wrongful act you committed, what would you paint, create or give for that pardon? _____

4. Why would the police think that Caravaggio committed the theft the night he arrived back in Rome? _____

Advanced Students:

5. What does it mean to be morally dark? _____

EPISODE 06



29



Rembrandt

“Just Blowing in the Wind”

Students will be able to:

- compare and contrast Rembrandt's painting style to Caravaggio's style
- create an original artwork
- recognize a portrait, self portrait, group portrait and a genre painting



EPISODE 06

Art & Extracurricular Activities

Draw/Paint/Color:

1. Watch a video on how windmills work. Draw, paint or color a windmill. (Visit the HiGASFY Pinterest page for a suitable video.)
2. Create an original artwork using chiaroscuro.
3. Create an original genre painting.
4. Do you have a pet? If so, draw, paint or color a self-portrait with your pet.
5. Draw, paint or color a tronie. Exchange the tronie with another student. Challenge the other student to recognize the expression and what it might be saying.
6. Advanced Students:
Draw, paint or color a self portrait using chiaroscuro.

Additional Group Activity:

Acquire a large canvas or butcher paper. The students are to combine both Caravaggio and Rembrandt's styles to create a genre group painting doing a particular activity in class (i.e. at their desks, working on a group project, etc.) Each student will draw their self portrait on the canvas/paper. Once completed, this will be a genre group painting of the class. (A time limit may be given to each student in order for the painting to be completed in a timely manner. Depending on the size of the canvas/paper, more than one student may be working on the painting at the same time.)



EPISODE 06

Art & Extracurricular Activities

Writing:

Write or dictate a paragraph using at least 5 vocabulary words.

History:

1. Why were gorgets worn and by whom?
2. Why were ruffs worn?

Science:

1. What can one learn from studying the anatomy of a human?
2. Combine anatomy and Rembrandt's style to create an original artwork. (Teachers, please monitor students closely when students are researching the internet on the topic of anatomy. Textbooks would possibly be a better avenue of research.)

Geography:

Locate Holland on a European or world map.



EPISODE 06

Artist Vocabulary Word List

1. **mill** – (n.) a person who owns or works in a grain mill.
2. **windmill** – (n.) a building with sails or vanes that turn in the wind and generate power to grind grain into flour.
3. **admire** – (v.) regard (an object, quality, or person) with respect or warm approval.
4. **grievance** – (n.) a real or imagined wrong or other cause for complaint or protest, especially unfair treatment.
5. **chiaroscuro** – (n.) the treatment of light and shade in drawing and painting.
6. **spectacle** – (n.) eyeglasses.
7. **pedlar** – (n.) a person who goes from place to place selling small items.
8. **influence** – (n.) the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself.
9. **gorget** – (n.) a piece of armor for the throat.
10. **beret** – (n.) a round flattish cap of felt or cloth.
11. **cloak** – (n.) an outdoor overgarment, typically sleeveless, that hangs loosely from the shoulders.
12. **ruff** – (n.) a projecting starched frill worn around the neck.
13. **translucent** – (adj.) (of a substance) allowing light, but not detailed shapes, to pass through; semitransparent.
14. **crumpled** – (adj.) crushed to form creases and wrinkles.



EPISODE 06

Artist Vocabulary Word List

15. **anatomy** – (n.) the branch of science concerned with the bodily structure of humans, animals, and other living organisms, especially as revealed by dissection and the separation of parts.
16. **anatomist** – (n.) an expert in anatomy; a dissector.
17. **dissect** - (v.) methodically cut up (a body, part, or plant) in order to study its internal parts.
18. **guild** – (n.) a medieval association of craftsmen or merchants, often having considerable power.
19. **tapestry** – (n.) a piece of thick textile fabric with pictures or designs formed by weaving colored weft threads or by embroidering on canvas, used as a wall hanging or furniture covering.
20. **intrigued** – (adj.) arouse the curiosity or interest of; fascinate.
21. **tronie** – (n.) painting that shows an exaggerated facial expression.
22. **turban** – (n.) a man's headdress, consisting of a long length of cotton or silk wound around a cap or the head.
23. **plume** – (n.) a long, soft feather or arrangement of feathers used by a bird for display or worn by a person for ornament.
24. **medallion** – (n.) a piece of jewelry in the shape of a medal, worn as a pendant.
25. **lance** – (n.) a long weapon for thrusting, having a wooden shaft and a pointed steel head, formerly used by a horseman in charging.



EPISODE 06

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. How were Rembrandt's paintings similar to those of Caravaggio? _____

2. Ruffs were worn by individuals in Europe in the 1600's and were a sign of wealth. What is a sign of wealth people wear today? _____

3. Why do you think one would feel as if they are intruding on the *Portrait of the Syndics of the Amsterdam Clothmakers Guild*? What is it about their stance that makes a person feel this way when viewing this painting? _____

EPISODE OF



Rembrandt

Try on this Hat for Size“

Students will be able to :

- recall the facts surrounding Rembrandt's childhood
- describe the details of Rembrandt's marriage and early adulthood





EPISODE 07

Art & Extracurricular Activities

Draw/Paint/Color:

1. Draw, paint or color a laughing self portrait.
2. Draw, paint or color a scene from the writing activity #1.
3. Draw, paint or color a genre landscape.
4. Purchase 4-leaf tissue paper garland from you local party store. Tape a 12” piece around the neck of the student as a “ruff”. Have students sketch a portrait or self-portrait wearing the ruff.

Writing:

1. Write or dictate a paragraph about a son/daughter that has wasted their inheritance. (See Activity #2.)

Advanced Students:

2. Write a 1-3 paragraph about the irregular time of the Baroque period. Remember to include the Protestant and Counter Reformation.

Group Activity:

“Fancy Hat Day” - Each student should wear or bring a fancy hat. During class, each student should draw, paint or color a self portrait wearing their fancy hat. If time permits, each student should in turn draw a tronie of a fellow student wearing a fancy hat. Display the drawings/paintings in class or the hallway, if the school permits.



EPISODE 07

Artist Vocabulary Word List

1. **bleating** – (n.) the weak, wavering crying of a sheep, goat, or calf.
2. **kid** – (n.) young goat.
3. **suspicion** – (n.) a feeling or thought that something is possible, likely, or true.
4. **despair** – (n.) the complete loss or absence of hope.
5. **threadbare** –(adj.) becoming thin and tattered with age.
6. **silhouette** – (n.) the dark shape and outline of someone or something visible lighter background, especially in dim light.
7. **sacred** – (adj.) connected with God (or the gods) or dedicated to a religious
8. **intricate** – (adj.) very complicated or detailed.
9. **exquisite** – (adj.) extremely beautiful and, typically, delicate.
10. **inheritance** – (n.) a thing that is received as an heir at the death of the previous holder.
11. **prodigal** – (adj.) spending money or resources freely and recklessly; wastefully extravagant.
12. **hesitant** – (adj.) tentative, unsure, or slow in acting or speaking.
13. **seascape** – (n.) a view of an expanse of sea.
14. **rebuke** – (v.) express sharp disapproval or criticism of (someone) because of their behavior or actions.
15. **landscape** – (n.) a picture representing an area of countryside.
16. **mast** – (n.) a tall upright post, spar, or other structure on a ship or boat, in sailing vessels generally carrying a sail or sails.
17. **hunkered** – (v.) squat or crouch down low.
18. **steeple** – (n.) a spire on the top of a church tower or roof.
19. **poling** – (v.) propel (a boat) by pushing a pole against the bottom of a river, canal, or lake.
20. **ferryboat** –(n.) a boat or ship for conveying passengers and goods, especially over a relatively short distance and as a regular service.



EPISODE 07

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Have you ever been accused of stealing something? How did the person act that accused you? How did you respond? _____

2. Look at *Belshazzar's Feast*. Can you find the meaning of Baroque? Hint: Gasfy made one of these, also. _____

3. What is the difference between a seascape and a landscape? _____

4. If you could have a superpower, what would it be and why? _____

EPISODE 08



39



Rembrandt

“Hatching”

Students will be able to :

- recall the facts surrounding Rembrandt’s life
- understand the process of hatching and etching
- apply the process of hatching to an original artwork



EPISODE 08

Art & Extracurricular Activities

Draw/Paint/Color:

1. Draw a 3D square (see minute 4:30 in video).
2. Draw a 3D square using hatch marks for the shadow.
3. Using pen or pencil, draw a self portrait using hatch marks.
4. Using pen or pencil, draw a portrait of a family member using hatch marks.
5. Practice writing your name and date backwards. Remember to write each letter backwards, as well.
6. Using a ruler, measure and draw a 1 inch by 2 inches square. Try drawing an image in the square. You might want to use a magnifying glass.

Writing:

1. Take 5-10 vocabulary words and write a sentence for each word.

Advanced Students:

2. Write a paragraph about how debt is incurred.

Science:

Advanced Students:

1. Research tuberculosis.
2. Explain the difference between etching and engraving.

Additional Activity:

Acquire styrofoam squares at your local craft store or styrofoam plates. Allow each student to have one square or plate and a toothpick. Using the toothpick, the students will then draw (etch) an image or word into the styrofoam. Then using a brayer and paint, the student will lightly coat the image in paint. Take a tissue and wipe away excess paint. Place a piece of paper over the image and press evenly/firmly. Carefully remove the paper and observe the picture left. (Educators, this activity may leave your students frustrated but it shows the difficulty of the etching process. Remember, if a word is drawn into the styrofoam, each letter must be written backwards as well as the word.)

Visit the HiGASFY Pinterest page for interesting videos that explain and show the etching process.



EPISODE 08

Artist Vocabulary Word List

1. **etching** – (n.) engrave (metal, glass, or stone) by coating it with a protective layer, drawing on it with a needle, and then covering it with acid to attack the parts the needle has exposed, especially in order to produce prints from it.
2. **hatching** – (n.) (in fine art and technical drawing) shading with closely drawn parallel lines.
3. **vertical** – (adj.) at right angles to a horizontal plane; in a direction, or having an alignment, such that the top is directly above the bottom.
4. **horizontal** – (adj.) parallel to the plane of the horizon; at right angles to the vertical.
5. **diagonal** – (adj.) (of a line) straight and at an angle; slanting.
6. **burin** – (n.) a steel tool used for engraving in copper or wood.
7. **submerge** – (v.) cause to be under liquid.
8. **acid** – (n.) a chemical substance that neutralizes alkalis, dissolves some metals, and turns litmus red.
9. **trough** – (n.) a channel used to convey a liquid.
10. **griddle** – (n.) a heavy, flat iron plate that is heated and used for cooking food.
11. **debt** – (n.) something, typically money, that is owed or due.
12. **ominous** – (adj.) giving the impression that something bad or unpleasant is going to happen; threatening; inauspicious.
13. **foreground** – (n.) the part of a view that is nearest to the observer, especially in a picture or photograph.



EPISODE 08

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. How small can you draw or write something? _____

2. What is your opinion of Rembrandt's etchings? Which is your favorite and why? ____

3. If you commissioned Rembrandt to etch your portrait, what would you be doing in your portrait? _____

4. What sort of things do you do when you are sad to help you not be so sad? _____

EPISODE 09



43



Rembrandt

“Poor Rembrandt”

Students will be able to :

- recall the facts that led up to and about the Baroque period
- recall the facts about Rembrandt’s life and paintings
- understand the effects of greed on Rembrandt’s life and family



EPISODE 09

Art & Extracurricular Activities

Draw/Paint/Color:

1. Play the review game with Gasfy at the beginning of this video. After a question is asked by Mrs. Beth, stop the video and have a student answer the question. Check the answer against Gasfy's answer.
2. Take a group picture of the students in your classroom the way the groups would have been painted in the 17th century (in a line and in groups.)
3. Retake the picture in #2 the way Rembrandt would have placed the students like in *Night Watch*.
4. Create a standard or company flag for your school, classroom, or family.

Advanced Students:

5. Retake the group picture in #2 but using dramatic lighting the way Rembrandt would have lit his subjects. (Experiment with lighting using lights, widow lighting or flashlights.)

Writing:

1. Write or dictate a fictional story where Rembrandt did not have financial problems or greed. How is the story different from his actual story? Did he live longer? Did his wives or son live longer? Where did they live?

Advanced Students:

2. Write a story where an artist spent more money than he had and his child had to manage his money for him. The story is to be in first person from the child's perspective.

Science:

What is tuberculosis? How is it contracted? Is there medication today that can treat it? Do people still die from it?



EPISODE 09

Artist Vocabulary Word List

1. **militia** – (n.) a military force that is raised from the civil population to supplement a regular army in an emergency.
2. **varnish** – (n.) resin dissolved in a liquid for applying on wood, metal, or other materials to form a hard, clear, shiny surface when dry.
3. **mascot** – (n.) a person or thing that is supposed to bring good luck or that is used to symbolize a particular event or organization.
4. **talon** – (n.) a claw, especially one belonging to a bird of prey.
5. **musket** – (n.) an infantryman's light gun with a long barrel, typically smooth-bored, muzzleloading, and fired from the shoulder.
6. **ramrod** – (n.) a rod for ramming down the charge of a muzzleloading firearm.
7. **attire** – (n.) clothes, especially fine or formal ones.
8. **musketeer** – (n.) a soldier armed with a musket.
9. **dwarf** – (n.) a person who is of unusually or abnormally small stature because of a medical condition.
10. **greed** – (n.) intense and selfish desire for something, especially wealth, power, or food.



EPISODE 09

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. If you spent money that you did not have, what would be the consequences? _____

2. How would you feel if instead of buying food to eat, your caregiver bought “things” for their hobby? _____

3. What is the equivalent to the militia in Rembrandt’s day to what it is today? Does the country where you live have one? _____

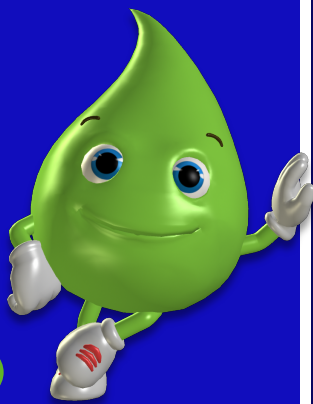
4. Would you want to be the mascot of a militia? Would you want to carry a dead chicken? _____

5. If you had a militia, what would be your mascot and what would they carry? _____

6. What does it mean to be buried in an unmarked grave? _____

7. What do you think of when you think of Rembrandt? _____

EPISODE 10



47



“Paper Trail

Students will be able to:

- implement a paper trail search in order to gather facts about Vermeer
- compare Vermeer’s 2 different styles of paintings



EPISODE 10

Art & Extracurricular Activities

Draw/Paint/Color:

1. Perform a paper trail on yourself, your parents, a caregiver or teacher. (Make sure to have an adult with you when researching on the internet.)
2. Paint, draw, or color a picture of someone sleeping on the job.

Advanced students:

3. Paint, draw or color a picture of someone standing by a window and their reflection.

Writing:

1. Write or dictate a made-up story about *A Maid Sleeping*.
2. Write or dictate a made-up story about *A Girl Reading a Letter at an Open Window*.
3. Write or dictate a paragraph using 5 of the 6 vocabulary words.

Geography:

Locate Delft, Holland, on a map of Europe.



EPISODE 10

Artist Vocabulary Word List

1. **doctrine** – (n.) a belief or set of beliefs held and taught by a Church, political party, or other group.
2. **scholar** – (n.) a specialist in a particular branch of study, especially the humanities; a distinguished academic.
3. **baffle** – (v.) totally bewilder or perplex.
4. **observation** – (n.) the action or process of observing something or someone carefully or in order to gain information.
5. **deliberate** – (adj.) done consciously and intentionally.
6. **calculated** – (adj.) done with full awareness of the likely consequences.



EPISODE 10

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. If there was no paper trail about you, what would you want people to know? _____

2. Do you think Rembrandt's painting of *A Maid Sleeping* was one he came up with in his head or one where he actually saw a maid sleeping and wanted to paint it? _____

3. Why do you think Vermeer painted his paintings where the subject is separated by an object(s) from the viewer? _____

EPISODE 11



51



Vermeer

“Over and Over Again”

Students will be able to:

- understand a paper trail
- analyze Vermeer’s artwork, his style and use of props



EPISODE 11

Art & Extracurricular Activities

Draw/Paint/Color:

1. Paint, draw or color an indoor genre scene.
2. Make your own paint. <https://www.wikihow.com/Make-Non-Toxic-Paint-for-Kids>
3. Make bread pudding. (A recipe can be found on our the HiGASFY Pinterest page in the Baroque folder.)

Writing:

1. Write or dictate a story about the artwork created in Suggested Activity #1.
2. Take a painting from Vermeer and write or dictate a story about it.

Geography:

1. Locate Austria on a map of Europe.
2. How far away is Holland from Austria?

History:

1. Research the invasion of Austria by the German Nazis.
2. What countries were invaded by the German Nazis during WWII?
3. What was a work camp during WWII?



EPISODE 11

Artist Vocabulary Word List

1. **speculate** – (v.) form a theory or conjecture about a subject without firm evidence.
2. **riot** – (n.) a violent disturbance of the peace by a crowd.
3. **converted** – (v.) change one's religious faith or other beliefs.
4. **attributed** – (v.) regard something as being caused by (someone or something).
5. **dutch oven** – (n.) a large, heavy cooking pot with a lid.
6. **milkmaid** – (n.) a girl or woman who milks cows or does other work in a dairy.
7. **whitewashed** – (adj.) paint (a wall, building, or room) with a solution of lime and water or of whiting, size, and water, used for painting walls white.
8. **mistress** – (n.) a woman in a position of authority or control.
9. **forbid** – (v.) refuse to allow (something).
10. **invade** – (v.) (of an armed force or its commander) enter (a country or region) so as to subjugate or occupy it.
11. **chancellor** – (n.) the head of the government in some European countries, such as Germany.



EPISODE 11

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Vermeer's mother-in-law lived in a Catholic neighborhood? What does this mean?

2. Do you like the style of clothing in the 17th century?

3. Why do you think Vermeer's paintings were mainly women?

4. Do you have something that you would like to pass down from generation to generation?

5. How would you feel if you were forbidden to sell a piece of your artwork?

EPISODE 12



55



“The City of Delft”

Students will be able to:

- speculate the time of a painting by observing details in the painting



EPIISODE 12

Art & Extracurricular Activities

Draw/Paint/Color:

1. Sketch a drawing of your city or the skyline of a city near you.
2. Draw, paint or color an object or person standing near a river or canal and their reflection in the water source.
3. Pair students up. Have one student call out an emotion and have the other student show the emotion with his/her expression. This can also be done with the teacher, parent, or a student calling out the emotion and the rest of the class making the expression.

Writing:

1. Write or dictate a paragraph using 5-10 vocabulary words.

Advanced Students:

2. Write a research paper about History #1.

History:

Research the invasion of the Dutch Republic in 1672.



EPISODE 12

Artist Vocabulary Word List

1. **interior** – (n.) situated within or inside; relating to the inside; inner.
2. **perched** – (v.) (of a building) be situated above or on the edge of something.
3. **canal** – (n.) an artificial waterway constructed to allow the passage of boats or ships inland or to convey water for irrigation.
4. **murky** – (adj.) (of liquid) dark and dirty; not clear.
5. **herring** – (n.) a silvery fish that is most abundant in coastal waters and is of great commercial importance as a food fish in many parts of the world.
6. **barge** – (n.) a flat-bottomed boat for carrying freight, typically on canals and rivers, either under its own power or towed by another.
7. **cluster** – (n.) a group of similar things or people positioned or occurring closely together.
8. **shutter** – (n.) each of a pair of hinged panels, often louvered, fixed inside or outside a window that can be closed for security or privacy or to keep out light.
9. **cistern** – (n.) a tank for storing water, especially one supplying taps.
10. **painstakingly** – (adv.) with great care and thoroughness.
11. **perplexed** – (adj.) completely baffled; very puzzled.
12. **crimson** – (adj.) of a rich deep red color inclining to purple.
13. **meticulously** – (adv.) in a way that shows great attention to detail; very thoroughly.



EPISODE 12

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. What do you like to do outside after it rains?

2. What would a genre painting of your street look like?

3. How different was the process of washing clothes in the 17th century compared to how you do it today?

4. What do you think the kids are doing in *The Little Street*?

Additional HiGASFY Video Series:

Renaissance Video Series:

Experience the exciting rebirth of classical art through the lives of da Vinci, Michelangelo and Raphael. Learn about the endless imagination of da Vinci, the grumpiness of Michelangelo and the sweet spirit of Raphael. Just stay away from the rats!

Impressionist Video Series:

Marvel at the color and movement Impressionist artists Monet, Pissarro and Degas brought to the canvas; techniques that changed the way art was created and perceived from 1860-1920. Learn about their style, their struggles and their successes.

Post-Impressionist Video Series:

Ride the rollercoaster of emotions with Van Gogh, discover Matisse's "sick-bed" art and think "outside the cube" with Picasso in this study of turn of the century art that opened the door to creating from the heart and mind.



www.higasfy.com

ABOUT THE WRITERS



Rhonda Probst

Rhonda is a true Texan having spent most of her life in the Dallas area. After graduating high school, she began working for a well-known photographer in the DFW area where she earned the title of Professional Photographer. She considers Texas home but left for a few years to earn a B.A. in French from Campbell University in North Carolina. After graduation, she taught elementary Spanish before returning to Texas to use her degree teaching high school French. Once she started her family in 2000, Rhonda decided to resign from her classroom teaching career to concentrate on raising her children. Rhonda knew that homeschooling her children was her passion. Six children later, she is still hard at work educating them academically, socially and spiritually. In 2015, she was invited to join HiGASFY Productions as a homeschool advisor. Her extensive knowledge in photography, languages and teaching quickly propelled her to Executive Producer status. Rhonda balances the demands of homeschooling her children with the rigors of editing, writing and producing HiGASFY art history videos and curriculum. Her children are beginning to leave her nest but her desire to effectively educate will forever reside in her heart and home.



Beth Oakes

After graduating from Baylor University in 1986, Beth decided to see the world. She sprouted her wings and became a flight attendant. It was through these traveling adventures that she experienced some of the best days of her life. Her love of travel and passion for art brought about the discovery that she had a story to tell. In 2002, while still employed as a flight attendant, Beth was invited to teach art history at Ovilla Christian School in Ovilla, Tx; a quaint little town south of Dallas where she lives with her husband, Philip, and where they raised their two children, Caleb and Hannah. In 2014, Beth decided to retire her wings. “A person can only handle so much airplane food, pantyhose and time zone changes”, she said. The following year, Beth resigned from classroom teaching but not education. Through the encouragement of her family, teaching colleagues and friends, Beth took the curriculum she had spent years developing and produced a video curriculum that introduces elementary and middle school age students to the wonders of art. Beth named the curriculum **HIGASFY**, the acronym for “**Have I Got A Story For You**”. She still feels she has a story to tell.

(Mrs. Beth) makes the painters and paintings come alive; she reviews previous lessons to promote retention; and she makes you want more.... every week .”

–Elizabeth Exley, (Parent)

“HiGASFY is the perfect balance of learning and fun, and is an invaluable tool for any grade school classroom.”

– Stacy Weller, (Lower school Art Teacher)

“This program really took the scary factor out of teaching **art history for kids and made it enjoyable. I am thrilled to have found it. I no longer have to avoid teaching this subject and my kids can learn about art history in a fun way.”**

– Heidi, (The Unexpected Homeschooler Blog)

“Mrs. Beth and her animated green paint drop named Gasfy are master storytellers. They engage their listeners and teach art history through the art of storytelling.”

– Destiny, (Some Call it Destiny Blog)



www.higasfy.com